

- **Correspondence:** None

FHS Student Representatives: Alana Lynch advised the Committee that the Spanish National Honor Society is holding a fundraiser the called Pulsera Project where they will be selling handwoven bracelets to benefit Nicaragua education. On April 27th the Empty Bowls Club dinner will be held from 6:00-8:00 p.m. in the cafeteria. The cost is \$10,for students, \$20 for adults and the proceeds will go to Franklin Food Pantry.

Dr. O'Malley inquired if Alana has made a decision where she will be going next year for college. Alana will be attending Lehigh University in Pennsylvania.

Julie Harrington advised the Committee that Jazz Night is happening right now in the auditorium so we hope that they all 'break legs'. She advised the Committee that Beauty and the Beast was a wild success. They had almost 2 full houses on Friday and Saturday nights. There were tons of little girls in Belle dresses. The FHS Band, Orchestra, and Chorus all attended MICCA last week and they are all achieved silver medalists.

Dr. O'Malley inquired as to what is MICCA?

Julie advised that it is a music festival for all schools in the area.

Dr. O'Malley asked Julie where she has decided to go next year?

Julie advised that she will be attending Bentley University.

Dr. O'Malley would like the record to show that those schools are lucky to have Julie and Alana.

2. Guests/Presentations:

School Counseling Update - See Powerpoint

Dr. Sabolinski introduced Sally Winslow, Assistant Superintendent; Debbie Dixon, Director of Student Services; Rebecca Ballinger, Adjustment Counselor at Davis Thayer Elementary School; Melanie McElroy, Middle School Guidance Counselor at Remington Middle School; Heather McVay, Guidance Director, and Katie Giles, School Adjustment Counselor both at Franklin High School.

Ms. Winslow gave an overview of what the School Counseling Update will include. She advises the Committee that the program in Franklin is a K-12 Development Guidance model. It is a model that uses a proactive approach instead of a reactive approach with

regard to school counseling. It aligns with the District Vision Statement which helps students find satisfaction in life and become productive global citizens. Ms. Winslow advises that it has a very different paradigm where counselors will see students that are in crisis and who are not in crisis. They are not seeing students just to complete college applications, while that is still part of the job. It is an instructional approach and is an in-class model. It's Developmental because it is geared towards where the students are developmentally appropriate. There are different lessons based on the elementary, middle and high school level. It is a whole school approach where it is not done by our counseling staff alone. We have been working with an outside consultant for the past 3 years, Katie Gray, who has been helping us with the development of the curriculum and the implementation of the model. The counselors have done a yeoman's job of the development and implementation of the model and we are starting to see the benefits of this new curriculum. Ms. Winslow advised that the Committee will be hearing a lot about Social Emotional Learning (SEL). DESE has published SEL standards, it is a big focus in the Massachusetts Association for Counselors and the National Association for Counselors as well as the Massachusetts Association for Superintendents. Ms. Winslow advised the Committee that Social Emotional Learning is the foundation skills for social, academic and personal success.

Ms. Ballinger advised the Committee about the curriculum at the elementary level counseling program. Ms. Ballinger explained that the Zones of Regulation is the most used part of the curriculum. She explained that Zones of Regulation is used to identify feelings by colors. At the elementary level it is hard for the students to explain how they are feeling in words so that is why the colors are helpful.

Ms. Ballinger advised the Committee that she invited Mirabella, a 5th grade student at Davis Thayer Elementary to explain how the Zones of Regulation have affected her.

Mirabella explained to the Committee how the Zones of Regulations have helped her. She explains that the zones of regulations lessons taught in school help her to be a better learner at school and an overall better person.

Ms. Ballinger continued to give an overview on the other curriculum used at the Elementary level, including Social Thinking Curriculum, Meditation and teaching relaxation techniques for body awareness, responsive classroom and Coping Cats which is another program. Ms. Ballinger noted that most classes start with meditation using the website calm.com. She also advised the Committee that all or mostly all elementary teachers across the district have been trained in Responsive Classroom.

Ms. Winslow advised the Committee that the Social Emotional Learning curriculum is not just at Davis Thayer, this curriculum is used across the district.

Ms. Ballinger also advised the Committee as to how the curriculum is implemented in the schools. She advised that sometimes there are whole class lessons, sometimes there are students involved in the lesson where we teach the lesson to students and then they teach this lesson to their peers. Ms. Ballinger feels this is so much more effective as she is able to teach these lessons to her students that she sees outside the classroom and they feel good about themselves being able to present the lesson to the students in their class and everyone is using the same language. Ms. Ballinger also advised the Committee that across the District, the Counselors are also teaching the parents and staff through attending Staff Meetings and PCC Meetings and presenting about the curriculum so that all of these lessons can be carried over during the school day and at home.

Ms. Ballinger advised the Committee that changes have already occurred where there are posters at all schools showing the Zones of Regulation, there are Chill Zones set up in the classrooms, as well as Morning Meetings and the common language used at home and at school.

Ms. Ballinger advised the Committee that our goals going forward are to continue to give students tools for their 'tool box' which include coping skills, permission to find a place to calm down, etc. She advised that one of the goals is to also have tangible 'tool boxes' for the students which can be placed near the Chill Zone. Lastly, to continue to teach the teachers through role modeling.

Ms. Winslow advised that the elementary Counselors will continue to work with elementary Principals and present at faculty meetings all the work that they have done and to continue to infuse this into the school day.

Dr. O'Malley added a factoid indicating that when they were having budget meetings, all Principals requested more guidance counselors.

Ms. Schultz inquired as to whether Ms. Ballinger served just Davis Thayer or are you at more than one school?

Ms. Ballinger advised the Committee that she is a .7 FTE Adjustment Counselor at Davis Thayer and Ms. Jennifer Curry is the half-time Guidance Counselor at Davis Thayer. Ms. Curry's main focus is on doing the cognitive testing. Ms. Ballinger advised that she does work mostly with the students although Ms. Curry has involved herself with working with the Zones of Regulation in the classroom as well.

Ms. Winslow advised that Ms. Curry is shared with Jefferson Elementary School. Ms. Curry is a full time employee.

Ms. Bilello asked Ms. Ballinger what percentage of your time would you say are you able to do this fabulous work to be proactive, developing common language, developing curriculum for the elementary teachers, working with them, supporting them?

Ms. Ballinger advised that all elementary counselors see about 45 students between IEPs and non IEP students. Our approach is that the more we can do as whole class instruction, the less tier 1 we will have to do. Ms. Ballinger advised that she would estimate that she dedicates about 30% of her time devoted to whole class instruction and would like to see that grow each year.

Ms. Bilello noted that what she hears in the community is if you are not on an IEP, and have goals written in, it is impossible to be able to see them because you are so busy. A major concern that the School Committee has is that these students who have needs outside of that are not being met because of the limited time you have at the school.

Ms. Ballinger noted that as much as we do not have as much staff as we all wish to have, triage is a big part of her job and all the students in the school are her students.

Ms. Winslow advised that the goal of Developmental Guidance is you are front end loading it so there are dividends in the end.

Dr. Bergen asked for clarification as to the amount of training the classroom teacher gets.

Ms. Ballinger advised that the Principals allow the counselor's time at staff meetings and continue to attend staff meetings where they are able to do planning with the teachers as well as answer questions. There is no formal training that we do except what we do in house, except for Responsive Classroom.

Ms. Joyce Edwards explained to the Committee what Responsive Classroom Training is. She advised that the District has done 4 cohorts of Responsive Classroom Training. There are 10 or 12 classroom teachers left to be trained. Many of our special educators have also been trained. Ms. Edwards advised that this training is a 4 day intensive training in responsive classroom which is the way of life in a classroom and in a school and again learning the common language used across the district. We will be offering one more cohort of Responsive Classroom Training during the next school year for the remaining teachers, special educators, counselors, and anyone new to the district. Ms.

Edwards also advised that she ran a one day program for all specialists, i.e. music, art, health and physical education teachers, geared specifically for the non-structured part of the day. Ms. Edwards also advised the Committee that staff has the opportunity to opt in to a one-day training called “Responding to Misbehavior”. It has been wildly successful and in high demand. Ms. Edwards also advised the Committee that she is thrilled to inform the Committee that we are one of the few schools in the Country to bring Responsive Classroom Training to the Middle School level. This is a new program for them, it has been done currently in 3 schools in the Country and we are looking to implement our first cohort next year.

Dr. O’Malley asked if Ms. Edwards could give a brief explanation of what Responsive Classroom is?

Ms. Edwards advised the Committee that it is one of the Social Emotional programs out there, it is not a canned curriculum, it is not a curriculum per se, it is a way of being. It is a way of living day to day in the classroom. It is a series of strategies beginning with morning meetings and greeting one another about how to co-exist in what can be a challenging environment in classrooms and schools for all kids. It is meant to be imbedded throughout the academic day.

Ms. Bilello notes that as an administrator in a building that has been using this for several years, we have analyzed the discipline data and it is tremendous how much it helps decrease discipline situations in school. It is fabulous how it is being implemented so well and done correctly in Franklin. It is exciting to see and hope that we can keep funding it and moving it forward. It’s wonderful that you are doing that kind of work. Thank you.

Middle School - Melanie McElroy - see Power Point

Ms. Winslow introduced Melanie McElroy, Guidance Counselor at Remington Middle School.

Ms. McElroy gave an overview of the curriculum that the Counselors have built from Grade 6 through Grade 8 and is done consistently in Middle Schools districtwide. Ms. McElroy advised the Committee that in surveying the Grade 6 teachers they found that there was a huge desire and need for a clear focus on Executive Functioning. The 3 Middle School Counselors got together over the summer and found a curriculum that they could develop for Grade 6. We are in the process of developing the curriculum now. Ms. McElroy advised that there are a few lessons that have been piloted in some of the 6th grade classrooms and the teachers are enjoying being able to implement it. Ms.

McElroy also advised that the Speech/Language Therapists have asked to be involved so the Counselors will be meeting with them going forward so the common language is consistent with the Speech/Language Therapists, Counselors and regular ed teachers.

Ms. McElroy advised with regard to 7th grade, over the summer, the Guidance Counselors, School Psychologists as well as the Health & PE Teachers, were trained in the Signs of Suicide program. It is a program that allows students to have a better idea of how to respond if a peer is at risk. Ms. McElroy advised the Committee that after attending the MASCA (Massachusetts School Counselors Association). Last week, there is another curriculum called Signs of Self Harm and Signs of Self Injury. The Counselors would like to add that to the Signs of Suicide program as well.

For 8th Grade, Ms. McElroy advised the Committee that she, as well as all the regular ed teachers in the 8th grade, implemented a College and Career Readiness/High School Planning/Possible Selves curriculum which helps the students not only manage emotions and talk about the transition from Middle School to High School. It helps prepare them by doing scavenger hunts of the Program of Studies, to help them prepare for the expectations of High School and what they will need for graduation, lessen any anxiety or questions they may have about high school. Helps them make a connection with what they are currently doing and what they will do at high school and any possible career interests they may have down the road. The students are given an interest inventory through the MassCIS, we also have them research career clusters and do presentations and posters where they can walk around and see all the careers that they would not have ever known about. They also develop a mock 4 year plan for high school that relates to their interests and their career cluster they have researched. We also talk about values and skills and how they shape who we are as a person and the type of people we are going to become.

Ms. McElroy introduced Michaela Raffin and Sarah Jackson.

Michaela advised the Committee that she thought the 8th Grade program of College and Career Readiness was helpful as she does not feel as stressed going to High School. She also advised that some of the Counselors from the High School came in and were willing to answer any questions the students had about High School, classes and stuff related to High School. Being able to see the long term classes, what we want to take, what we were interested in taking made it less stressful for her. She advised that she made a 'My Stress' plan to help process her stress and figure out ways to not become as stressed.

Sarah Jackson advised the Committee that during I period she focused on 'my values and skills'. Sarah advised that based on her values and skills she tried to make a plan for high

school based on those skills and build a resume for that career. At first she thought she would like to be a doctor, when she looked at that, she realized that some of her values and skills did not match up with what a doctor's values and skills would be. She advised that she values predictability and the hours she would work. She then looked into other careers that were similar to being a doctor, she found that a veterinarian had the doctor part of the work and she also really like animals, she matched that up to her value and skills and she discovered it matched up better to her values and skills. She created a 4 year plan for high school. It was helpful because she figured out she would need to have a lot of sciences in her schedule. She created a goal to take AP biology by sophomore year so that she can work towards being a veterinarian.

Ms. Winslow advised the Committee that she would like to put in a 'plug' for our Middle School Counselors. Ms. Katie Gray, outside consultant has asked that our 3 MS Counselors accompany her to help her present because she is so impressed with the curriculum they have developed. Ms. Winslow just wanted to showcase our counselors!

Dr. Bergen noted that not all students are destined for a traditional 4 year college so there are those vocational aspects, she is curious how this is promoted at the Middle School level with regard to Norfolk Aggie, Tri County, are they promoted at the Middle School level, that route is perfect for some kids, is that encouraged, is that a piece of the program?

Ms. McElroy advised that the scavenger hunt is part of this, we do mention Norfolk Aggie, Tri-County. We stress the importance of researching the school you are applying to and find out what the requirements are for graduation, etc. The whole point is that they need to take responsibility for their own education.

Dr. Jewell commented that when he was teaching jr. high school, he was impressed with the total difference in the maturity in the different age groups, boys and girls and so forth, some are way ahead of others, etc.. How do they take a standardized approach where everybody is getting the same information but not everyone is hearing that same information in the same manner.

Ms. McElroy asked if Dr. Jewell was asking about the 8th grade curriculum?

Dr. Jewell advised that he was focused on the Middle School curriculum where you have different maturities, different abilities, they are hearing the same thing in a different manner.

Ms. Winslow advised that it is the the triangle that was talked about where some kids may need a little more than others, this is no different than academic learning. We would need to individualize as necessary.

Dr. Jewell commented that parents have a big input as to how that is handled as well.

Ms. Winslow advised that at the middle school level it is more exploratory, of getting a sense of purpose, because some kids do not get the connection as to why am I learning this, why are we doing this.

Dr. Jewell commented that many of the students think of what they want to be, sometimes they are very limited, their willingness to sacrifice to get there may not be something they want to put the effort into, for example being a veterinarian is harder than being a doctor. Those are some of the things that you have to realize.

Dr. O'Malley noted that back in the days, you didn't really think about what you wanted to be until high school, this is such an advance to have students and parents looking ahead and I am thrilled to hear this.

Ms. Winslow introduced Heather McVay, Guidance Director at the High School and Katie Giles, Adjustment Counselor at the High School and Rachel Solomon a 12th grade student from the High School.

Ms. McVay gave an overview of the Guidance curriculum at the High School. Ms. McVay acknowledged to the Committee that the shift in the Guidance role has changed significantly since she has started in Franklin 15 years ago. She values what Franklin is doing, back years ago, she was isolated with her caseload of students and the shift is now that all students are her/our students. She advised the Committee that this has been played out in a Seminar fashion over the last few years, where the messages that the kids are receiving are in a large group forum vs before it was the same conversation individually 60 or 70 times. We are able to deliver a more consistent curriculum and then follow up in a more meaningful way.

Ms. McVay explained to the Committee the way the seminars work at the High School. All students in grades 9 through 12 participates in 4 seminars by grade level, first quarter we work with our seniors on the post secondary planning, second quarter we focus on freshman, third quarter juniors and 4th quarter sophomores. Each student participates during their directed study and they meet with the counselors 4 times per quarter.

Ms. McVay advised the Committee that the counselors polled students, parents and faculty to find out what the needs were for the students. Ms. McVay noted that for Seniors the most pressing thing is when they return to school for their senior year is what they are doing in the future. Most of the students have a plan in place whether it be a 4-year college, 2 year college. We want to be sure they have everything they need in place to apply to a school. We work on Common Application, Standardized Testing, a significant amount of time focused on Financial Aid, the Timeline for the students on what they can expect from the beginning of senior year to the day they graduate and also focus on alternates for the students who are not planning on attending college.

Ms. McVay advised that during second quarter we then meet with the Freshman which by that time have had report cards, know what the high school is about. We are able to talk with them on the importance of High School and what that means moving forward. Most have gone through High School Experience so most of them can put a name to a face for who is a support for them in the building, they know who the Counselors or Adjustment Counselors are in the building.

Ms. McVay advised the Committee that the next quarter we focus on Juniors. We focus on what their goals are, what their path is and how to achieve that path. If it is college we talk about the timeline again, making sure they understand about the standardized testing, make sure that they have registered for these tests in a timely fashion, we talk about factors in college admissions and continue with naviance to show them the resources that are there as they explore what's to come.

Ms. McVay advised the Committee that the last quarter is focused on sophomores. We will be having the students do an interest inventory again, research specific careers, begin and continue to work through a career plan.

Ms. McVay advised the Committee that one of the challenges in seminars is that the counselors go into directed studies, the students are not overly excited about that because we are taking away a study period from them. McVay noted that what they would like to focus on moving forward is to developing more curriculum and more product so that we can make this a graduation requirement where all students will participate, that it will be a credit bearing class towards graduation.

Ms. McVay advised the Committee that there are additional high school programs that they feel are important, i.e. offer various parent nights where this information is shared with parents, middle to high school transition, we will offer the Common Application Bootcamp which is an opportunity for students to get a jumpstart, if they are applying to college, to complete the Common Application, always have college rep visits, career

exploration, military, transition opportunities for those students who many not be following the traditional 4 year path.

Ms. Giles advised the Committee about the greater social emotional needs at the High School. Ms. Giles explained that the High School rolled out a Social Emotional Learning class, which has been great. With that class we are able to identify some of the students with greater needs. Some of the topics that are talked about in that class are how to develop healthy relationships, substance use and abuse, a lot of coping skill development, opportunity to use manipulatives.

Ms. Giles advised that the Adjustment Counselors were able to piggyback on the Guidance Seminars and see a larger population of kids, where the Adjustment Counselors held a Senior Transition Seminar where we talked about their stress in their transition, talk about things like going off to college, what it might look like with your roommate, etc.

Ms. Giles advised that the High School Adjustment Counselors were able to collaborate with the Health Department on the Signs of Suicide Program.

Ms. Winslow clarified that this collaboration was for the 9th Grade.

Ms. Giles confirmed that it was for the 9th grade and it was great that the students got to meet the Adjustment Counselors “right off the bat”.

Ms. Giles also advised the Committee that the Adjustment Counselors at the High School have presented to the PCC on Substance Abuse as well as an Anti-Bullying Presentation.

Ms. Giles advised the Committee that the High School is piloting a Mental Health Awareness Week from May 16-20th. We made up a tee-shirt, it is a National thing that happens, we are putting an FHS spin on it.

Ms. Winslow advised that she has invited Katie Giles to attend the next School Wellness Advisory Council meeting to talk more about the Mental Awareness Week.

Rachel Solomon, High School Senior advised the Committee how her experience with the School Adjustment Counselor has helped her during a difficult time in her sophomore year at the High School and she is doing well now. She knows that Ms. Giles is there if she needs her.

Dr. Bergen inquired that as a result of all this work you are doing, do you see more kids, friends of kids coming forward if they see a friend who is danger of harming oneself, is there more of a willingness of a friend coming forward?

Ms. McVay and Ms. Giles say hands down, 100%.

Dr. Jewell commented where students teaching teachers what it feels like to go through some of these struggles. Students coming forward, telling you what it is like to be inside of that person or what it's like to go through this. Dr. Jewell had a question for our 'super senior' (Rachel) if she has any desire to be a Guidance Counselor?

Rachel replied that she is actually going to be a nurse.

Dr. O'Malley commented that his time in Franklin as a parent, the area that has improved the most and has taken us the farthest and is the most praiseworthy is our counseling services. The things that kids have to go through in this culture is insurmountable in some schools because the supports are not there, you have taken us a long way. I want you to know that you are recognized for that. This is the highlight of our school committee year where we have been and where we are going, I thank one and all. Great job.

3 minute recess

Discussion Only Items -

- a. **FY2017 Budget Adoption** - More discussion if necessary.

Dr. O'Malley noted that this budget is sufficient and will help a good system remain good but it is not sufficient for the parents, students. We need a budget to reflect what we see here. Dr. O'Malley is recommending that we pass this budget, it is still a fabulous system.

- b. **School Choice - 2016-2017 -**

Dr. Sabolinski advised the Committee that by statute the Committee must decide no later than June 1st whether the District will allow School Choice. Franklin has since 2007-2008 chose not to participate in school choice. We still have 7 students who remain on school choice in grades 7-12. We do not feel that we should open school choice at this time but will defer to the School Committee to discuss.

Ms. Bilello clarified with Dr. Sabolinski that what you are saying is that if you have a student come in at Kindergarten, it certainly has a negative impact per child on the budget.

Dr. Sabolinski advised the Committee that she had Ms. Goodman run a tally using the State's per pupil cost, so the students we have now we receive \$5,000.00 per student, we are getting \$51,000.00 in revenue and the \$12,400 per pupil the State assigns that is \$124,000 with a deficit of \$72,000.00. Our first commitment is for our taxpayers that live in Franklin and if we are looking for more money from the School Department, we need to spend every tax dollar in a reasonable and respectful way.

Ms. Scofield inquired as to the area districts, are they continuing or discontinuing with school choice? Do they see it as a ridiculous option?

Dr. Sabolinski advised that there are some of the smaller Districts still accepting and our district is one that people call all the time for students to come here.

Dr. Jewell noted that we also have to consider the fact that if you look at what the Town Council has done, we are going to be adding a lot more homes, there are more kids coming in, that we can't turn away, as they are residents of Franklin. These will be added onto our budgetary requirements. Even though it looks like enrollment is going down, these new homes will add more students and will make up for that.

c. Policy - Second Reading - JKA Corporal Punishment.

Ms. Bilello noted that with the new laws in January, the timing is critical to vote on this policy.

d. Resolution - Chapter 70 Funding

Dr. O'Malley noted that Chapter 70 is the State mechanism by which schools are funded. Dr. O'Malley advised the Committee that Denise Schultz has taken the leadership in terms of the latest with the Mass Association of School Committees.

Ms. Schultz advised the Committee that she would like to bring up for discussion a vote at our next meeting to adopt a Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations.

Approve: 7

Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised the Committee that Ms. Kathleen Gerber has accepted the position of Principal of Davis Thayer.

Dr. Sabolinski advised that the Committee first organizational meeting with DCF, DCF has been reorganizing, we have been partnering all year. We had our first round table meeting, we will be hosting members of the DCF leadership team and social workers, there will be a forum to discuss services for students. We are excited about the partnership and the round table and it will be hosted right in Franklin. Dr. Sabolinski advised that Theresa Plant, our Probation Officer has been an amazing partner. She has been running a substance group at the HS that is going really well and this is at no cost to our community. Our next meeting will be in June.

Dr. Sabolinski advised the Committee that Kindergarten Registration was being held yesterday and today. There were 140 students registered from yesterday. The registration went very well, every year more efficient. Parents can still register their kindergarteners if they miss the registration by visiting the Superintendent's office.

Dr. Sabolinski advised the Committee as did Alana that Empty Bowls will take place on April 27th, that tickets will be sold on April 14th from 5-7 and on April 19th from 4-6 or the 21st between 5 - 7 and can be picked up at the Franklin Food Pantry. This is a wonderful event and raises awareness of hunger. It was started by an FEF grant many years ago. Brenna Johnson art teacher has taken it over.

School Committee - Sub-Committee Reports

- Budget Sub-Committee - Dr. O'Malley advised that the budget sub-committee is down to the end, there are some steps and still need to meet with counsel.
- Policy Sub-Committee -
- Community Relations Sub-Committee - Ms. Schultz advised the committee that she attended a Multi Generational Community Engagement Workshop that MASC put on, on April 2nd. It was very informative. We will be reconvening this Thursday. We

have lots of great ideas, we will solidify them at our next meeting and will have a proposal to present at the next school committee meeting.

- **Calendar Committee** - Ms. Schultz advised the Committee that the Calendar Advisory Committee has met 3 times, we went from 8 calendars to 2 calendars. Ms. Schultz advised that the Calendar Committee will be presenting the 2 final calendar options at the next meeting.

Dr. Sabolinski made a friendly reminder that the FEF Trivia Bee is tomorrow.

6. New Business: None

7. Adjourn: 9:02

Dr. Jewell made a motion to adjourn, Seconded by Ms. Douglas.

Respectfully Submitted,

Susan Childers

SCAgenda 4-12-16.pdf
B2A.pdf
Payroll Warrant #1620 summary.pdf
Payroll Warrant #1620.pdf
FPS Summary & Sign off.pdf
SCWarrant032416.pdf
SCWarrant033116.pdf
March 22, 2016 SCMinutes-DRAFT
Counseling 2016 Presentation.pdf
Chapter-70-funding-resolution.pdf
JKA-Corporal Punishment 3-9-16.pdf
OLD - JKA - Corporal Punishment.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
ActionE.pdf
ActionF.pdf
ActionG.pdf
ActionH.pdf

ActionI.pdf
ActionJ.pdf
ActionK.pdf
BICO Quarterly Information for Superintendents.3.31.16.pdf
EnrollmentCompare-Mar2015-Mar2016.pdf
Legislative Bulletin.pdf
PledgeStudent.docx

Franklin Public Schools K-12 Counseling Program

2015-2016

“The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.”

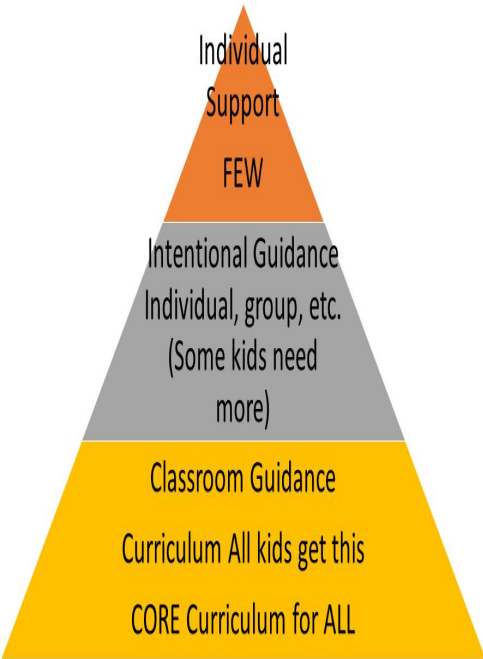
K-12 Developmental Guidance Program

- Focus on the whole child--consistent with FPS Vision Statement
 - Providing explicit instruction focusing on skills students need to become “productive global citizens” in addition to academic achievement
 - Counselors & Psychologists K-12 have been working with district consultant on development and implementation of Developmental Curricula since 2013
 - Paradigm shift--counselors as teachers
 - Proactive vs. Reactive Approach
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Social-Emotional Learning (SEL)



- Essential life skills that are the foundation for improved student achievement, academically, socially and personally
 - Processes by which children acquire the knowledge, attitudes and skills necessary to:
 - Recognize and manage emotions
 - Demonstrate caring and concern for others
 - Establish positive relationships
 - Make responsible decisions
 - Constructively navigate challenging social situations
 - Goal is to foster a sense of purpose, self-management, problem solving and resiliency
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SEL Curricula--K-12 Focus

- Skills that need to be explicitly taught
 - Self-Awareness, self-management, social awareness, relationship skills, responsible decision-making
 - Social-emotional competencies such as calming self when angry, initiate friendships, resolve conflicts and make good choices
 - Classroom based, available for all students--vast majority of students
 - Intentional guidance--(individual, small group)--some kids
 - Individual support--fewest
-



College & Career Readiness (MS through HS)

- Exploration of interests, career exploration
 - Transition to High School--Program of Studies
 - Social-Emotional and Physical Well Being
 - Decision-making skills, self-management, short-term and long term goals
 - Guidance Seminars by grade level
 - Post-Secondary planning
 - College search and application process
 - Social Emotional Learning Class
 - Transition to Post-Secondary College/Career
-

Elementary School

2015-2016

Counseling Curricula

- * Zones of Regulation to identify feelings

- * Social Thinking Curriculum:

 - ~ Incredible Flexible You

 - ~ Social Detective

 - ~ Superflex

- * Meditation and teaching relaxation techniques for body awareness

- * Responsive Classroom

- * Coping Cats

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

*“Having the Zones
be part of my
classroom’s
language has
reduced our
classroom’s time off
learning due to
student disruptions.
It gives us real tools
to solve problems!”*

*~Davis Thayer
classroom teacher*

Modes of Implementation

- ~ Whole class lessons currently led by Counselor
 - ~ SAC/Psychologists are currently creating Scope and Sequence and lessons plans for teachers to use during morning meetings next year
 - ~ Teaching parents and staff about our curriculum through PCC presentations and Staff meetings
-



**KEEP
CALM
AND
TIME TO
RELAX !!**

What changes have already occurred?

EVERY CLASSROOM:

- > Has a Zones of Regulation Poster
 - > Utilizes Chill Zones and Morning Meeting from Responsive Classroom
 - > Has stopped utilizing red, yellow and green behavior charts
 - > Utilizes a common language
-



Goals

- ^ Students in elementary school don't have the brain development to identify or articulate their feelings. Utilizing colors for feelings, 'toolboxes' filled with coping skills and permission to find a place to go to calm down will enable the student to be better understood, therefore ready to learn quicker.
 - ^ It will help teachers better understand how to assist a student who is not ready to learn, cutting back time off learning.
 - ^ Purchase manipulatives so that every classroom will be outfitted with a tangible toolbox.
 - ^ Teach the teachers by role-modeling lessons so they will be ready and able to incorporate our plans into their classroom next year.
-

Middle School

2015-2016 School Year

"I wanted you to know that we teachers really liked today's lesson on Executive Functioning. Meg said it was a good extension of orientation to Middle School. My Flex students were really engaged in the discussion about the challenges they face in MS. We didn't get to finish the posters, but I'm looking forward to doing that and sharing them next team time.

A big Thank You to you and your colleagues for creating these lessons! Really looking forward to the rest of them."

*~ Annie Sullivan Middle School
Teacher*

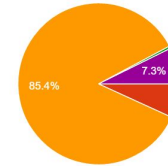
Grade 6- Executive Functions

- Purchased an Executive Functions workbook Summer 2015
 - Wrote 4 lessons:
 - Transition to Middle School
 - Self-Talk and Self-Monitoring
 - Planning and Organizing
 - Goal Setting and Evaluating
 - Created slide shows for each lesson for teacher implementation
 - Piloted first 3 lessons in some 6th grade classrooms
 - Teacher feedback on lessons was very positive:
-

Grade 7: Signs of Suicide

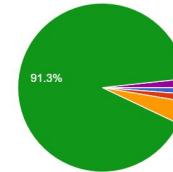
- Co-taught Signs of Suicide curriculum with Health teachers
- Created an assessment tool to determine students' understanding of the acronym ACT, and to determine their ability to apply the acronym to real-life scenarios
- Administered the assessment on Google classroom through all three schools
- In partnership with school psychologists, individually followed-up with students identified on either the B-SAD screening tool or Student Response Form

What should Maria say to Alex? (412 responses)



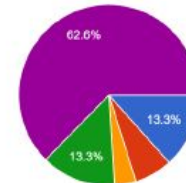
- "You better come to my party or we won't be friends anymore"
- "You should come to my party, it will be a good distraction"
- "I've noticed you've seemed really upset lately"
- "What's the matter with you?"
- None of the above

What can Maria do to show she cares? (412 responses)



- Cancel her party
- Invite her into a group chat to cheer her up
- Tell her it's ok if she doesn't come to the party
- Tell Alex that she's really concerned and that she thinks maybe somebody else should know how she's feeling
- None of the above

What should Maria do? (412 responses)



- Plan to go with Alex to see the school counselor the next morning
 - Tell the school counselor she's worried about Alex the next morning
 - Tell her parents about Alex and ask them for help
 - Only the first two options are correct
 - All of the above
-

Grade 8: College and Career Readiness/ High School Planning/Possible Selves

Wrote and Implemented the following lessons and activities across all 3 schools:

“the curriculum gets the kids to think not only forward about their futures but also gets them to think within. They have to really get to know who they are and where their strengths are before they can plan for the future.”

~Remington Middle School teacher

FULL CLASS LESSON	ADVISORY ACTIVITIES/ EVENTS
<ul style="list-style-type: none">• Lesson 1 - Managing Emotions During Transitions• Lesson 2 - Program of Studies Scavenger Hunt• Lesson 3 - HS Course Planner• Lesson 4 - Career Cluster Exploration• Lesson 5 - Interest Inventory• Lesson 6 - Career Decision Making• Lesson 7 - Values and Skills• Lesson 8 - Possible Selves Tree• Lesson 9 - Life is a Roller Coaster	<ol style="list-style-type: none">1. 3 Questions about High School (use for FAQ visit)2. FHS Visit to Discuss Course Selection (30 minutes - full assembly)3. FHS Visit to Answer FAQs in small groups (45-60 minutes)4. Personal Vision Statement5. Creating Leaf for Tree Mural



**SEL Curriculum:
Created by school
counselors and
delivered by teachers:**

“Being able to teach this curriculum is very powerful. It allows me to be a part of teaching the whole student and integrate it with my content area.”

~Horace Mann Middle
School Teacher

Innovative Implementation Using Google Apps for Education and Chromebooks

- Created a Google Classroom space for Grades 7 and 8 and shared with teachers for all SEL curriculum
 - Collaborated with teachers to determine activities and assignments placed on the Classroom page
 - Use of Google Forms to get feedback from teachers regarding implementation of the lesson and possible Tier 2 interventions
 - Use of Google Forms for student assessments and feedback
 - Both teachers and counselors have real-time access to student work and responses
 - Student work is stored on Google Drive for them to access
 - Google Slide shows are created for a visual representation of lessons being taught
 - Next Steps: Expanding the use of Google Apps to create student portfolios that span over all three years of middle school and could be available for high school counselors
-

High School

2015-2016

Seminar Overview

- Who? Students in grades 9-12
- What? College and Career Readiness Seminars
- When?
- 1st Quarter: Seniors
 - 2nd Quarter: Freshmen
 - 3rd Quarter: Juniors
 - 4th Quarter: Sophomores
- How often? 4 times per quarter
-



“I think that having these guidance seminars has been very helpful during my application process, and it has helped clarify some questions that I had about the Common App, financial aid, etc.” Class of 2016

“This seminar really helped me understand the college application process better. I now do not feel as stressed about it.”
Class of 2016

“I really enjoyed and appreciated this experience of having a guidance counselor explaining the basics and requirements of high school.” Class of 2019

Topics Covered

Seniors

- Naviance
- Standardized Testing
- Common Application
- Financial Aid
- Timeline
- Alternate post high school options

Freshman

- Identify supports/resources
 - Transcript/Importance of Freshman year
 - Time Management
 - Developing a Four Year Plan/Goal Setting
-

Topics Covered....

“I feel like this seminar was very helpful. I really liked the more specific approach to teaching us about the college process. Whatever information we've received in the past was very general and it didn't help to relieve stress. But these seminar sessions have helped to make me feel better prepared and capable about the college planning and application process.”

Juniors

- Junior/Senior Timeline
- Postsecondary options
- Understanding Standardized Testing
- Factors in College Admissions
- Naviance

Sophomores

- Interest Inventory
- Values Inventory
- Exploration of Career clusters/pathways
- Beginning stages of a Career Plan



Takeaways.....

Lessons Learned:

- ★ Consistent Grade Level Curriculum
- ★ Students begin to make connections
- ★ Increased Presence of Guidance Counselors
- ★ Co-teaching with Health Teachers

Moving Forward:

- ★ Scheduling
 - ★ For Credit/Graduation Requirement
 - ★ Continued Curriculum Work
 - ★ Development of Portfolio
 - ★ More alignment with middle school counselors
-

Additional High School Programming

- ❑ Focus on MS-HS Transition
- ❑ Common Application Bootcamp
- ❑ Various Parent Nights
- ❑ College Rep. Visits/Career Exploration/Military/Transition opportunities



Social Emotional Learning Class

- Curriculum focused on the development of these five SEL Core Competencies which included topics such as:
 - Developing healthy relationships
 - Substance Use/Abuse
 - Coping Skill Development
 - Bullying

Senior Transition Seminar

- Seminar Objectives:
 - Students will be able identify the social-emotional changes/challenges they can expect as they make the transition to postsecondary living
 - Students will be able to recognize triggers to stress and how to seek social/emotional supports
 - Students will be able to access social-emotional supports in their planned post-secondary environment

SOS

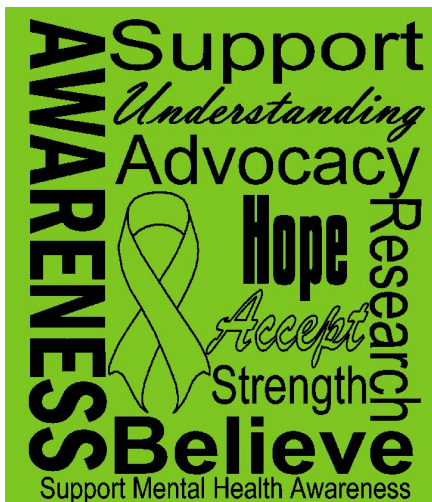


Start the Conversation!

*Research has shown that kids who have conversations with their parents and learn a lot about the dangers of alcohol and drug use are **50% less likely** to use alcohol and drugs than those who don't have such conversations*

PCC Presentations

- Substance Abuse/Use Resource Presentation
 - Topics included:
 - Warning signs of use
 - Starting the conversation with your children
 - College transition increased risk
 - Risk factors
 - Resources
 - Bullying Presentation
 - FHS Protocols
 - Building positive self esteem and resiliency
 - How to talk to your children: victim/bullies
-



Twitter: We ALL have mental health. Our minds deserve the same attention as our bodies.
#EachMindMatters

Mental Health Awareness Week

May 16-20

Every Day:

- Theme
- School News
- Twitter
- Activity
- Coping Skills

Themes:

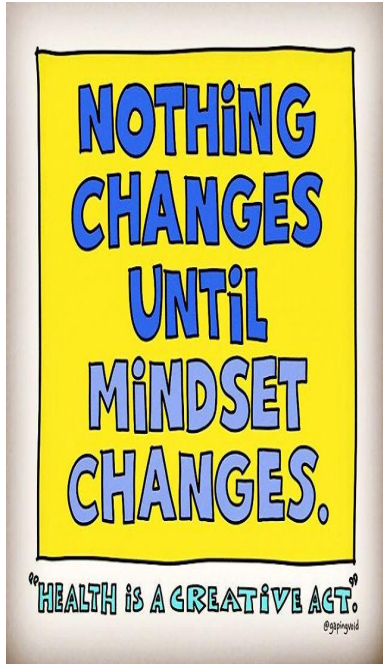
- Healthy Relationships
- Anxiety
- Substance Abuse
- Depression
- Lifestyle

Activities:

- Wayside Clothesline Project
- Raise Your Hand Banner
- T Shirt Day
- Classical Cafeteria

FHS Social Media BLAST

Change your Facebook profile photo to a **lime green** ribbon or block during this week and share why!



SEL Moving Forward

- Coping skill development focused groups offered several times throughout the year
 - Expanding Guidance Seminars to include mental health topics such as:
 - Stress Management
 - SOS - Provide developed local resource guide next year
 - Mental Health Resource Tab on the FHS website to include:
 - Outpatient referrals, treatment centers, tips for parents
 - Mental Health Awareness Week Updates Based on Data Feedback
 - Expanded agency collaboration for groups and resources
 - Recent collaborations with Wayside TIS, CHAMPS and Community Impact, DMH, DCF
-

Questions?
